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ABSTRACT

The International Baccalaureate, a special program for bright public and private high school students, is described in transcriptions of broadcasts from National Public Radio. Over half the 43 schools in Canada and the United States that offer the program are public. For the approximately 1,200 high school juniors and seniors in North America enrolled in the program, admission into most foreign colleges and advanced standing at many American colleges are likely outcomes. Students take either individual honors courses, or a full program that can lead to a special diploma once the student passes rigorous exams graded by the international office. Students working for the diploma are required to take five enriched courses and one elective: a foreign language, math, an experimental science, and a social studies course like history or economics. The seventh required course, Theory of Knowledge, concentrates not just on learning, but on the experience of learning. Each participating school pays about $3,500 a year in international dues, and a few thousand dollars for special textbooks and teacher training in the first year. Students pay up to $200 for the final exams. Included in the transcripts are: a class discussion on theory of knowledge, student discussion on how learning affects the rest of their lives, a principal's views on why the program was needed, a history class discussion of how bias affects one's interpretation of history, students' perceptions of pressure from the program and from senior exams, and a teacher's reaction to added pressure. (SW)

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# OPTIONS IN EDUCATION

*takes listeners to the core of the issues*

**"International Baccalaureate"**

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"INTERNATIONAL BACCALAUREATE"

This program focuses on the International Baccalaureate--a special program for bright public and private high school students. Successful completion of the course work, final exams, and a senior thesis get the students into most top universities around the world, and advanced standing in American universities.

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"INTERNATIONAL BACCALAUREATE"

AN AFRICAN HISTORY CLASS--TAUGHT IN FRENCH

Teacher: Comment peut-on justifier que un gouvernement légal comme le gouvernement de la France, tolère le contre-terrorisme. Et quand vous parlez de contre-terrorisme, vous parlez de quoi, de torture.

Student 1: Alors, c'est le gouvernement qui a commencé le terrorisme?

Teacher: Non, il n'y avait pas de gouvernement algérien; c'était un mouvement de libération national.

Translation:

Teacher: How can one justify the fact that a legal government like France tolerates counter-terrorism. And when you speak of counter-terrorism, you are speaking of what? Of torture.

Student: Well, wasn't it the government that started the terrorism?

Teacher: No, there was no Algerian government; it was a national liberation movement.

End of translation

Reinhardt: The students in that high school class are bright. Lots of students are. But few get the chance to take African history in French. In fact, very few of our brightest students get any extra attention at all.

Merrow: The course is part of a rigorous curriculum for high school juniors and seniors--the International Baccalaureate program. I'm John Merrow.

Reinhardt: I'm Barbara Reinhardt for NPR's OPTIONS IN EDUCATION. The IB was set up in Geneva, Switzerland, in the mid-'60s to provide a high school education of such quality that colleges in any country would welcome the students. Initially, the program served children of ambassadors and others living abroad.

Merrow: Today, the program has expanded beyond the international set--over half the 43 schools in Canada and the United States that offer IB are public, and their numbers are growing.

Reinhardt: Tests of minimum competence have been approved by most states, but some educators and parents say minimum standards are not enough. They want to raise standards, and they see the IB program as one way to do that, to challenge those bright students who are willing to work hard. Like this one:

AN ADVANCED SCIENCE STUDENT

Physics Student: . . . and, uh, since gravity deals with mass, the higher the mass of the antenna, the better the sensitivity too--.

Physics Teacher: In your opinion, is this still an unproved hypothesis?

Physics Student: Um, no. I would say that, um, there's enough evidence mathematically that gravity waves do exist.

Reinhardt: About 1,200 high school juniors and seniors in Canada and the United States are in the program, taking either individual courses which fit into their regular high school curriculum as honors courses, or a full program, which can lead to a special diploma once the student passes rigorous exams graded by the international office. The IB diploma assures the student of admission into most foreign colleges and advanced standing at many American colleges. Harvard, for instance, accepts these students as sophomores.

Merrow: Each IB high school sets its own standards for who gets to take the IB courses--usually based on past performance. Kids going for the diploma are required to take five enriched courses and one elective--a foreign language, math, an experimental science, and a social studies course like history or economics.

Reinhardt: Their seventh required course, Theory of Knowledge, concentrates not just on learning, but on the experience of learning. Why study history or math? What is the nature of truth?

"THEORY OF KNOWLEDGE" CLASS DISCUSSION

Teacher: We talk about knowledge. When we use the term "historical knowledge" what do we mean by knowledge? All right, we looked at science, and you have finally come to the conclusion, I hope, that what you mean by scientific knowledge or scientific law is not something hard, fast, and absolute, but something which is, in effect, true until proven false, right? Now, what about history? Is there history divorced from people's points of view?

Student 1: No. No, because whoever repeats it is going to put more emphasis on what they think is more important.

Teacher: All right, can you give me a precise example?

Student 1: The causes of World War I. If you were from Serbia, you're going to say there's no--I don't know--Serbia had nothing to do with the war. Yet if you're from Germany, you're going to say Germany had nothing to do with the start of the war.

Teacher: All right. Everyone has a different interpretation of the causes of World War I. Now, can you give me an ideological interpretation? Come on. Modern ideologies? -isms? What are they? Biggies!

Student 1: Communism--.

Teacher: All right, what's a Marxist interpretation of the causes of World War I?

Student 1: Struggle between capitalist powers for money and trashy things!

(laughter)

Student 2: No, if you look at it from a Marxist point of view, Marx said that history was just a repeating of . . . everything just keeps happening again but with different people on the other sides.

Student 1: Marx wasn't a Marxist.

Teacher: Marx didn't say that history keeps happening again. He said that there is a pattern, which is the pattern of what?

Student 1: The struggle between classes.

Teacher: All right, the struggle between the classes. So, therefore, a Marxist would see the struggle of World War I as a struggle between capitalist powers, who are trying to do what, essentially? Not necessarily defeat each other, but--.

Student 1: To keep the class system?

Teacher: Good! To keep the urban proletariat oppressed, and to expand their own economic domination. Now there's a case in which your ideology then--if you are setting out to write a Marxist history of the causes of World War I, now that you've gotten your theory, what are you going to do next?

Student 1: Prove it.

Teacher: Okay, you have a vast variety of source material, the various types of which we'll look at some other time. But the historian doesn't use all of it, does he?

Student 1: He uses what--what benefits what he's trying to say.

Teacher: Okay, so that the--the selection from the vast amount of so-called facts and evidence is what's critical to historical--not just historical interpretation--but even what's left that you will ever know about what happened.

Merrow: The Theory of Knowledge class at Washington International School, a private school in Washington, D. C. The excitement generated in the IB classes spills over into the rest of the student's day. That seemed to be the case in all three of the IB schools Barbara visited, including Westfield High School, a public school in Westfield, Massachusetts.

STUDENTS DISCUSS HOW WHAT THEY LEARN AFFECTS THE REST OF THEIR LIVES

Student 1: All the books we're reading this year--Camus and all those of his philosophy, we discuss out of class.

Reinhardt: What kinds of conversations--can you remember any?

Student 3: We'll bring up--we'll bring up good points we thought were good in the book, you know, we felt--

Student 4: We had a conversation just the other day on, um, the acceptance of death. And it was really interesting. We do this, and it's, you know, we just talk about different things that we read about, and whether we agree with them or not, or--.

Reinhardt: What did you decide about the acceptance of death?

Student 4: Just, well--we thought that Camus had the right idea, that you should accept death and go on with life, but . . . it's interesting because, normally, I don't think we would discuss these things, uh, between us. But now, since we've been exposed to so many different ideas and philosophies that it's--that we have been discussing them--it's just interesting.

Student 2: I--I just think that it will help me in the future. We--like this year we went--Mr. Stoski tried to bring it very objectively, not so much like the way the American textbooks teaches is different than really he taught it. He taught that you were taught like the Indians were bad, and that, uh, just how, uh, slavery at the time was right. And he just taught it differently, in that--.

Student 4: Better 'cause this year instead of using American and Canadian history books, we got one from Canada on their history instead of reading something from the Americans wrote--because they're biased. So we read a Canadian-biased book. But still, it was better. At least we got more of their view of what their people feel.

Student 2: Well, I think that's what Mr. Stoski's trying to do this year, is show us that everything's not exactly what it's cracked up to be, or everything is not exactly as we always learned it. Don't you think--I--that's what I feel! I think he's really emphasizing that a lot--is not to make us biased to any one side, or showing us that everything isn't exactly as we always have learned it. Don't--don't you think so?

Student 4: Never trust what you read in a newspaper! Because he gave that example of in Korea, these reporters were locked up in their hotel, and they wrote stories about over the other side of town like they were there. And it was all lies because they were all locked up. So don't always trust what you read! That's what he's teaching us!

Student 2: He's been really--I think he's been like one of the best teachers I've had in the high school. Because, I mean, okay, I know you guys don't--

Student 6: I can't say I always agreed with him, but I've always got to look at his side.

(laughter)

Student 2: Yeah, well--you don't always agree with him, but he always has a good argument and he's always reasonable, I think.

Student 4: The point is that we think, you know, that other teachers--some--lot of teachers just have--this is the ideas they got out of the book, and that's it. Ours, if you can back it up, okay, that's a point--a valid point, you know. You get used to arguing about your own views, really, especially in English.

Student 2: I think that's something different, to learn to argue with a teacher. I mean when you can actually sit there and get red in the face arguing with a teacher and not worry about him getting upset or giving you a worse grade, then I think that's really good, too. Because it teaches you to question what you're doing more, and to be . . . feel confident about it when you do question it.

PRINCIPAL TELLS WHY THE PROGRAM WAS NEEDED

Wallis: One of the concerns of our teachers here, and what attracted them to IB, was that our good students were not working up to ability, okay. I was hearing this particularly from math and chemistry teachers--good students who thought they were being pushed, and they weren't . . .

Reinhardt: Principal George Wallis.

Wallis: And at the point that they got involved in IB, they began to realize what the expectations were--not just of Westfield High School, but a program that was actually multinational. And this had an impact on them that went beyond the parochial teacher in a classroom telling them, "Hey, you're not working as hard as you should. This course isn't as difficult as it might be or could--or should be."

Reinhardt: So that it actually works as being--confirming the authority of his own teacher.

Wallis: Yes, uh, right. And--and--and it--it begins to give to the teacher a degree of recognition that he didn't have before--let me--I'll give you an illustration. I--I had last year a couple of senior students who I knew personally, and who I would say was--were representative of our better students, who were concerned about the demands and expectations of our teacher of economics. In fact, they thought he was an awful tough grader. And I listened to them, I talked to the teacher, and--and I didn't think his expectations were unreasonable. But at the point they took the IB exam, they scored very, very well, and they came back to me and say, "You know, Mr. Wallis, Mr. Metcalf really had us prepared for that test." Now he was a taskmaster, he didn't settle for second, and the kids came back and they knew they had been taught. And I think they still thought he was kind of a taskmaster, but they saw it in a little different proportion than they did before.

Reinhardt: Is it kind of a result of the times of the '60s and '70s when we were really telling students, um, you know, we--we--we were--we were very interested in how you feel about things, not only whether or not you can do this or that. And have we--have we been training students to be--to not expect much of themselves?

Willis: I think that's--yeah, I think that's a fair generalization in terms of kids. I--I was talking to a--our social studies teacher here, Mr. Vivinski, and I had a chance to read one of the exams that was written. And we were talking about the--you know, the complexity of the exam, the types of questions they asked, and it became obvious to us that the important thing was the student in his generalizations was really expected to support them with evidence, to demonstrate and to show that he'd read something, and he wasn't just talking off the top of his head and sharing his, uh, prejudices with somebody else. And I personally get upset with, uh, you know, sitting on their chair and saying, "What do you think about this?" And the kid doesn't have any idea or comprehension about some of the basic information that they've got to have before they can be honestly asked, "What do you think about it?" Because if you don't know anything, all you've got is opinions. And, damn it, we can't run a world--uh--on that basis.

Merrow: George Wallis, principal of Westfield High School in Westfield, Massachusetts. His emphasis on training students to think logically and back up opinion with fact is an approach all three schools we visited seem to take. An IB history class in another public school, Francis Lewis High School, in Queens.

A HISTORY CLASS DISCUSS HOW BIAS
AFFECTS ONE'S INTERPRETATION OF HISTORY

Teacher: I want to read the last sentence in this paper handed in by one of you, and throw it open for discussion. "In other words, Latin America should follow the United States." The topic is, can democracy succeed in Latin America, and the student said, "In other words, Latin America should follow the United States." Does your comment relate to all of Latin America, including Mexico, or specifically do you exclude Mexico from your analysis?

Student 6: The part that I mentioned about military control and the revolt of the people, that necessarily--that pertains to Mexico more than probably any other part of Latin America.

Teacher: Now, let's throw it open to the whole class. Would Mexico benefit from having our system imposed on Mexico?

Student 7: Not really. You know, what I think the key is, is the, uh, population. If you look at the United States, we have a very diversified population of different backgrounds. But in Mexico it's not that diversified. And if there was a democracy, it would hinge mostly on the Mateos group, since they have the majority. And they would probably control the population, as was seen in the early 1910s, 1920s. They took over the country because they had the most power. And a democracy would swing their way.

Teacher: I think what's crucial is, does democracy have to be defined in our terms? Or could a country build it's own kind of democracy? Do you want to talk about that? John.

Student 7: Well, I don't know so much about a country building its own kind of democracy, but for any kind of democracy to succeed, it needs participation by people, and people that participate, they need an education. So that's why, for any democracy to have any chance of success, you need a--an educational system that, uh, could make--make an illiterate population literate, inside of one or two generations.

Teacher: So your assumption is that Mexico doesn't have an educational system equal to ours--.

Student 7: Not necessarily equal to ours, but sufficient so that everybody--everybody will be--be able to read or write, and be literate--and they will be able to function in society.

Teacher: What we ought to examine is whether Mexico has a compulsory education law similar to ours. Because some of you said something about Mexican education not being up to par. What document should we study that would shed light on the feature of Mexico's development--as to democracy or not having democracy? Walter?

Student 8: Well, uh, the Constitution of 1917 makes provisions for separation of church and state, and I also believe it makes provisions for an education system. Compulsory education system.

Teacher: So, it--it mentions the ingredients inherent in Cheryl's statement as to what makes--constitutes a true democracy. So what is it that you want to know?

Student 8 What we really want to know is how they put into effect the Constitution, and which is--which will be--which will, uh, be a problem for them for the next . . .

Merrow: An IB history course for seniors at Francis Lewis High School in Queens. Going to six or seven demanding classes a day is not enough to get the International Baccalaureate diploma. IB students are also required to take part in some extra-curricular activity, like the arts, or social services. And they're not finished 'til they complete a senior thesis and two weeks of international exams. All those requirements lead to real pressure, which some of the bright kids reject--they take only one or two courses instead of the whole load.

SOME STUDENTS FEEL THE PRESSURE IS TOO INTENSE

Student 9: I figured if I had a lot of courses and, um, all the pressure, that the grades--my grade average would go down. Because I'd have a lot more things to do, and--with the harder courses.

Reinhardt: How do you feel, now that you didn't take those? Do you wish--do you regret your decision at all?

Student 9: I regret my decision for not taking, um, one or two more, but I'm glad I didn't take the full program, because, um, from the people that I've talked to that did, they had a really hard time. It was really stressful for

them their first year. It's hard to get a lot of things done. Not--they--you don't have much free time, either.

Reinhardt: How about any of the rest of you. Do you remember at the time thinking how it was you decided not to go for the whole thing?

Student 10: I went full last year. I went for the full diploma, and I dropped it after last year, after the schedule. There's no way you could keep up the courses and do anything else with your time, you know. I had a job, and to have a job or to play sports and do all that homework, there's no possible way. You have to be totally devoted to your school subjects, and that's it.

Reinhardt: Did your grades--do you think your grades suffered last year?

Student 10: Definitely! Definitely they did! I'm not going to be on honor's society or any of that stuff because of my grades last year, and, uh . . .

Reinhardt: What was last year like for you? Can you remember?

Student 10: Terrible! It was the worst year I've had! It really was! Honestly!

Reinhardt: But what was it like?

Student 10: What was it like?

Reinhardt: Evenings? Getting homework done?

Student 10: I had homework--lots. But, um, I don't know . . .

Reinhardt: Can you--can you describe a week that was particularly hard?

(laughter, several students talk at the same time)

Student 11: Any week! The week we had--well, one week we had--we had a history paper due, an English paper due, and a chemistry project--like, well, maybe within a three-week span. And it was--you know--.

Student 10: I had an economics paper in the same week, so they just--they just packed it all for one week! (laughter)

Student 11: It was really tough. I think that was the worst part of it--it was right in the spring--it was like one month that we were so drawn out, and there was--I don't remember really anything except doing that work for that entire month.

Student 10: And this one teacher, one of our English--our English course, you can--you can read a book--sometimes we go through a stretch of a month or so--we'll read a book every other day. And then we'll have our other courses--history, all right, and physics and calculus--and you can't--you can't complete all your homework every day. You

have to decide which homework is more important to complete.

Merrow: Although these kids' teachers often vie for the IB courses, they encounter pressure too--an increased daily workload, and the anticipation of that all-important final exam.

ONE TEACHER TALKS ABOUT THE ADDED PRESSURE ON HER

German Teacher: It's--it's a great deal of pressure, I think, for the teacher. And it's--there's a tremendous amount of work involved for the IB, particularly because last year, when my three students took the IB examination, they had not had a--they had had just four--three years of language, up until the fourth year, when they were going to be taking the IB exam, so there was a tremendous amount of after-school work, trying to get them really prepared for this examination.

Reinhardt: What did you do?

German Teacher: Um, we did conversation exercises after school, we did a lot of intensive grammar review, which they needed for the written examination. And we did read the literature that was required by IB--there's a reading list for IB, and we'd chosen two texts from that list, and we studied those very thoroughly. I think that IB in some cases--in that particular case--was extremely limiting for them. There were many things that we could have done in German IV culture-wise that we did not do because we were concentrating on reading those two texts that whole year. And in a certain sense I don't regret it, but only because it was those particular students. They were very, um, eager to do this particular examination, and they wanted it so much, it was their choice. And therefore I was willing to do it for them.

Reinhardt: Do they know German as well, though, as they might have had they had broader subject range? I mean, maybe they just know those two books!

German Teacher: Yeah, that's it. That--that is one of the, uh, drawbacks, I think, of the IB examination, in German, anyway, is that it forces you to concentrate almost exclusively on the two pieces of literature that you have chosen, and therefore the students fail to, uh, become acquainted with other works of literature which they could become acquainted with if you had the--the freedom that you needed. I can see the point--it--they're only going to test them on those two books, and therefore, they--they only require you to read the two of them, and naturally when you want--when you know that they're taking an examination just on those two books, you tend to prepare them almost exclusively on those two works. They were very--they were not easy books to read, especially for fourth-year German students in high school. And therefore it--we really spent all of our time reading those two books.

Merrow: German teacher Kathleen Gologli. Students have a different view of pressures surrounding the final

exam--being measured against outside standards.

A STUDENT DESCRIBES THE PRESSURE
OF PREPARING FOR THE SENIOR EXAMS

Student 12: In this school, the thing that's worse--the worst thing about it in the accelerated courses, is that you are continually told how well everyone has done--how high a standard this school has for doing the International Baccalaureate. And so, I mean, if pressure comes, it just comes--not--it's the school that's building up the pressure--you want to do well for your school. I mean, not to--it's just a lot of people feel that the school puts too much pressure on doing well for the school and not for yourself. And so it affects a lot of people.

Reinhardt: How have you ever seen it affect someone else? Or how has it affected you?

Student 12: Well, in--in my course--in--someone else it's affected, it's--they don't--they don't put them into--let them take the full diploma, because they don't think they can do well enough to pass it, and they don't want to be ashamed of not having someone pass it! And that's--last year--this year's T-3 class--a lot of people have been told they can't go for the full diploma, because they won't be able to take it.

Reinhardt: Even if they want to?

Student 12: Even if they want to! They were told they couldn't. And it's just--that is one fault that I really--they have to fix.

Student 13: And if the IB's aren't important to you--like at least half our class, I think, is going to colleges in the United States, and for most U.S. colleges the IB only works as an AP, it doesn't work to get--.

Reinhardt: Which means?

Student 13: Which means it gives you advanced placement in the school, in the college.

Reinhardt: You can skip a freshman course, or something like that?

Student 13: Right. It just--it--it--so, um, so for me, for example, if I fail miserably the IB, I still go to the school where I would have gotten in. I get into schools April 15th--that's the notification date for most U.S. schools--if--wherever I get in--(laughter)--if I get in! And the exams start early May--my exams all are from--my IB exams are from May 8th to May 14th. So for me, the IBs mean absolutely nothing, except they're for my own personal verification of having passed them--after two years' work I should get something out of it! And also for the school, which is--which gets me really mad, because I was told--to my face--that one reason why I should do well on the IB is for the school's prestige. And I got really mad at that, because that's no reason, no reason at all, to pass a test.

Reinhardt: What do you feel now? Just very--under a lot of pressure to do it?

Student 13: I--I--on purpose, I deliberately got rid of the pressure and said to myself, I don't care, the school can uh--(laughter)--and if--if I pass the exam, I'm very glad to pass the exam, and I will work and I will study, but I'm not going to kill myself anymore, because I've been working for a year and a half, and all the four years before that--because like the other girl, Julie, we came at the same time. And so I'm not doing this for the school. And if it helps the school, fine, because I think the school has some good things about it--a lot of good things about it--but if it doesn't, that's their tough luck, because I'm not here for the school.

Merrow: Seniors at Washington International School, a private IB school in Washington, D. C.

Reinhardt: Despite complaints about pressure, IB students seem happy with the education they're getting. Less happy with the program are those who worry that money spent on these brightest kids is money taken away from the others.

Merrow: But from what we can tell, the costs are not that great. Each school pays about $3,500 a year in international dues, and in the first year some money for special textbooks and teacher training--perhaps a few thousand dollars. Students pay up to about $200 for the final exams.

Reinhardt: Still, there's some concern that the International Baccalaureate program is elitist. Dorothy Goodman, director of the Washington International School, responds to the charge.

GOODMAN SAYS THE PROGRAM IS NOT ELITIST

Goodman: Elitism is a word which is very difficult to combat, isn't it? Elicism can be defined in terms of number--fewness of number; in terms of excellence of academic quality--that's elitist; in terms of financial privilege; in terms of social privilege--I feel it's a red flag to a bull, that it's a word that we shouldn't be using. Because surely, as teachers, as scholars, as parents, what we want to do is develop the mental tools, the intellectual abilities, of every single child to the highest possible level. We put all our children, even some of those that are less able, into the IB courses. And the only difference is that some of the children may not sit the full external examination and others will not try for the whole diploma. But there's no reason why a slightly better--brighter than average child cannot do an International Baccalaureate course.

Reinhardt: What about in the public schools, where, say, in a large public school in New York that I happen to know of, 2,700 students in the school, 300 of them are taking IB courses. And for an hour to six hours a day, therefore, those 300 kids are not in courses with the regular kids. And isn't there some, you know--"Separate you really bright ones, and put you over here; and put you average or dumb

ones in other classes." Isn't there something wrong with that?

Goodman: Well, unfortunately, in many of our schools--I like to think it isn't true of ours--the, uh, some of the very brightest children elect not to do the International Baccalaureate because it's too much work. So it's too--it's too glib a thing to separate it out in this way. Vincent Reed, the former superintendent of schools here, always liked to used to say, and--used to like to say, and I assume he still does, that what we want to do is separate the children who want to work from those who may not want to work. And of course then it's up to the adults to--to deal with that great big group that--that don't want to work and get more of them to work too. This--this is much more a question of concentration and--and good habits of study, and--and getting on with a liberal education than it is of separating one group from another.

Merrow: Dorothy Goodman, director of the Washington International School, an IB school in Washington, D. C. In the United States and Canada alone, schools are taking the International Baccalaureate program on at the rate of about one a month.

Reinhardt: International Baccalaureate is one way to challenge bright, motivated students in our high schools. In future OPTIONS IN EDUCATION programs we'll look at other ways, some of which do not separate the students out.

Merrow: If you'd like a copy of this program, here's what to do. Call this toll-free number: 800 253-0808. The printed transcript costs $2.00 and a cassette recording costs $6.00.

Reinhardt: The number again, 800 253-0808. In Michigan call 616 471-3402. That's $6.00 for the cassette recording, and $2.00 for the transcript.

Merrow: OPTIONS IN EDUCATION is a co-production of National Public Radio and the Institute for Educational Leadership of the George Washington University. Support for the series is provided by the National Institute of Education and the Corporation for Public Broadcasting.

Reinhardt: OPTIONS IN EDUCATION is produced by John Merrow. Mary Rowse is our associate producer and Rebecca Goldfield is our assistant producer.

Merrow: Our engineers are Dennis Neilson and Mary Yznaga. I'm John Merrow.

Reinhardt: I'm Barbara Reinhardt, and this is NPR--National Public Radio.